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ABSTRACT

The document covers the Navajo Studies Program (NSP) at Navajo Community College (NCC). The Navajo Studies Program differs from other Indian Studies Programs in 7 ways, e.g.: (1) it is located on the Navajo Reservation and controlled by the tribe; (2) NCC incorporates Indian studies into every individual program and area of concentration--English is concerned with Indian literature, Economics with Indian development, and Science with resources. The 14 NSP objectives include such things as: (1) to learn and respect pride in being Navajo; and (2) to recognize the necessity of Indian unity and corporation. NSP's aim is to increase Indians' pride in and familiarity with their rich culture, history, and religion. The NCC philosophy aims at establishing (1) a means for society to educate its citizens and an educational system controlled by the society whom the college will serve; and (2) an opportunity for the society being served to acquire a positive self-image. Twenty-eight NSP courses are listed, such as (1) Navajo Silversmithing; and (2) Southwestern Indian Tribes. Another responsibility of the NSP at NCC is preparation of written materials prepared by Navajos for use in the NSP. (FF)

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NAVAJO STUDIES AT NAVAJO COMMUNITY COLLEGE *

Ned Hatathli

The Navajo Studies Program at Navajo Community College differs from other programs in Indian Studies: 1. It is different because it is located at the only college located on an Indian reservation and controlled by the Indian people themselves. 2. It is different because Navajo Community College is controlled by an all Navajo Board of Regents and they are the ones who directed the establishment of the Navajo Studies Program and institute any changes they wish in that program. 3. It is different from other Indian Studies Programs because Navajo Community College incorporates Indian studies into every individual program and area of concentration; for example, English is concerned with Indian literature, Economics is concerned with Indian development, Science is concerned with reservation recources, etc. In other words, while we have a seperate area of Navajo Studies other parts of the total program are a part of it in that they bring out the Navajo and Indian emphasis. 4. It is different because it is the most extensive program presently offered. A total of 31 different courses are offered in the broad area of Navajo Studies. 15 of these courses are related directly to the Navajo while the remaining 16 are related to Indians in general. 5. It is different because Navajo Community College uses Indian instructors, who have the ability to teach, regardless of degree qualifications. In other words, the Navajo Studies Program uses Navajo instructors with the only qualification being the knowledge of the subject and the ability to teach the subject. 6. It is different because Navajo Studies are required of all Navajo students. Navajo Studies is not an elective. It is not a series of courses which form a veneer

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to ones program. Navajo Studies lies at the heart of Navajo Community College. 7. It will be different because Navajo Community College is building a Navajo Culture Center which will be the heart of the new campus and will be constructed in the shape of a hogan and will reflect the vitality, beauty and power of Navajo culture. It will become a living Navajo Shrine and Culture Center.

OBJECTIVES OF THE NAVAJO STUDIES PROGRAM

1. To learn and respect the Navajo history and culture and language.
2. To learn and understand current programs and problems facing Navajos and other Indians.
3. To learn and respect pride in being Navajo.
4. To learn and respect pride in being an Indian.
5. To develope a positive self-image.
6. To recognize the necessity of Indian unity and corporation.
7. To visit sacred and historical places important to Navajo history and culture.
8. To visit other Indian tribes and to learn about their needs and opportunities.
9. Provide a foundation for the entire curriculum at Navajo Community College.
10. To build bridges between the old and young.
11. To develope pride in ones heritage and confidence in ones future.
12. To participate in aspects of Navajo culture with pride and understanding.
13. To learn the history of the American Indian.
14. To develope publications by Indians about Indians and for Indians.

The Navajo Studies Program at Navajo Community College is not merely a series of courses nor is it merely an area of concentration. Rather, the Navajo Studies Program is the heart of the College and of the curriculum. The Board of Regents of Navajo Community College identified Navajo and Indian Studies as the area which would unite and hold together the total curriculum and all of the various programs of the College. The College Catalog for 1971-72 states: "Underlying all efforts at Navajo Community College is the Navajo Studies Program. Its aim is to increase the Navajos' pride in being Indian and their familiarity with their rich culture, history and religion."

The philosophy of Navajo Community College again reflects this great emphasis on the area of Navajo and Indian Studies in the operation and objectives of the College. "Navajo Community College is directed and guided by the following principles:

A. For any community or society to grow and prosper, it must have its own means for educating its citizens. And it is essential that these educational systems be directed and controlled by the society they are intended to serve.

B. If a community or society is to continue to grow and prosper, each member of that society must be provided with an opportunity to acquire a positive self-image and a clear sense of identity. This can be achieved only when each individuals' capacities are developed and used to the fullest possible extent. It is absolutely necessary for every individual to respect and understand his culture and his heritage; he must have faith in the future of his society."

NAVAJO STUDIES OFFERED AT NAVAJO COMMUNITY COLLEGE
1971-72

*NS 101 NAVAJO SILVERSMITHING (Arranged)
Introduction to Navajo Silversmithing with emphasis on design, materials and skills, including stone cutting and the use of copper, silver and turquoise. Advances students toward craftsman status.

*NS 102 NAVAJO WEAVING (Arranged)
Introduction to Navajo weaving, emphasizing carding, spinning, dyeing and weaving regular, double and two-faced weaves.

*NS 103
104
105 OTHER NAVAJO CRAFTS (Arranged)
Introduction to basketry, pottery, moccasin making and leather craft.

NS 120 NAVAJO AND ACCULTURATION (3)
A study of culture change as exemplified in the growth and development of the Navajo Nation. Explores factors related to the acceptance and rejection of cultural traits. The mutual impacts of the dominant and Navajo cultures upon each other.

*NS 150 NAVAJO HISTORY AND CULTURE I (In Navajo) (3)
Examines the origin of the Navajo people as seen through the eyes of the Navajos. Various Navajo origin myths will be discussed. Field trips to many of the places prominent in the myths. Includes a brief exploration of archaeological evidence and its relationship to this early period. One section in English.

NS 151 NAVAJO HISTORY AND CULTURE II (In Navajo) (3)
Examines Navajo history from the Long Walk to 1960. Navajo sources and authorities emphasized and compared with information available from anthropologists and historians. Explores development of Navajo aptitudes toward such issues as education, stock reduction and government. One section in English.

*NS 152 NAVAJO HISTORY AND CULTURE III (In Navajo) (3)
Focuses on the Navajo Nation today and tomorrow. Examines problems, programs and progress of the tribe, including tribal government, relationship with state and federal governments, the role of Navajo youth, education, taxation, etc. One section in English.

*NS 160 NAVAJO LANGUAGE I (3)
For Navajo speakers. Designed to develop skills in reading and writing Navajo as well as an understanding of the language, its sounds and structure. Prerequisite: fluency in Navajo.

*NS 161 NAVAJO LANGUAGE II (3)
For the Navajo speaker; develops additional skills in reading and writing Navajo through use of Navajo literature. Prerequisite: Navajo Language I or permission of instructor.

*NS 164 NAVAJO LANGUAGE (Conversation I) (3)
For individuals who do not speak Navajo; aimed at mastery of pronunciation, identification of sounds and thought patterns, vocabulary and conversation.

NS 165 NAVAJO LANGUAGE (Conversation II) (3)

NS 168 NAVAJO CREATIVE WRITING (3)
The development of skills in creative writing and a critical awareness of the power and potential of the language.

*NS 180 GENERAL NAVAJO PSYCHOLOGY (3)
Designed to familiarize students with the organization and function of Navajo ceremonies. Depending on the time of year, specific Navajo ceremonies discussed. Prerequi ite: Navajo speaking or permission of instructor.

*NS 198 INDEPENDENT STUDY IN NAVAJO STUDIES (3)
Individual work on predetermined projects related to Navajo Studies. Prerequisite: permission of instructor.

*IS 101 EXPLORING INDIAN ART (Arranged)
To provide a basi knowledge and appreciation of art by exposing students to a variety of art activities such as exhibits, guest artists, slide presentations, guality films, plays, music, etc. Included sessions devoted to actual creation of art work. As far as possible, Indian examples used. Credit given according to the student's ability to demonstrate understanding of art elements and principles as well as to accomplish specific objectives of the course.

*IS 110 AMERICAN INDIAN SEMINAR (3)
111 Outstanding Indian leaders discuss contemporary Indian affairs. Presentations followed by small group discussions to explore in depth the issues and opportunities facing the Indian today.

*IS 112 CONTEMPORARY INDIAN AFFAIRS (3)
Examines policies and programs which deal with the American Indian today. Explores the role of the Indian in the development of such policies and programs. Analyzes major problems and opportunities faced by American Indians.

IS 120 ANGLO-INDIAN RELATIONS (3)
An investigation of the basis of conflict between Anglos and different American Indian tribes from the 17th century to the present. Social institutions, customs and practices studies to reveal the nature of culture conflict and social change. A strong stress on the situation today and the proposals for the future.

*IS 130 AMERICAN INDIAN ECONOMIC DEVELOPMENT (3)
An introductory course in economics and economic analysis; special attention given to continuing economic development of Indian communities.

IS 131 ECONOMICS WORKSHOP (Arranged)

*IS 140 INDIAN EDUCATION (3)
Designed to acquaint students who plan to teach Indian children with the principles of Indian education. Attention focused on methods and techniques to be used and their relationship to specific values.

IS 150 INDIANS OF AMERICAS (3)
A survey of the American Indian population of the Western Hemisphere; concentrates on the 30 million Indians of Meso-America and SouthAmerica: background, social and economic circumstances and the changes under way.

IS 151 INDIANS OF THE UNITED STATES (3)
A survey of the Indian tribes of the United States. Special attention given to the cultural characteristics of selected tribes in different parts of the country. Emphasis on the present and the future.

IS 155 HISTORY OF INDIAN AFFAIRS (3)
An overview of the relations between the Indian and non-Indian from the day of first contact to the present. The origin of present governmental policies and programs reviewed from the pcint of view of the Indian.

*IS 170 INDIAN LAW AND GOVERNMENT (3)
Examines Indian law and those actions and decisions which have shaped it. The relationship of tribal, state and federal governments analyzed.

IS 1100 THE PLAINS INDIANS (3)
Provides an understanding of the past, present and future of selected southwestern Indian tribes. Visits to certain tribes. Tribal officials visit class. Similarities and differences among the tribes explored.

*IS 1101 THE URBAN INDIAN (3)
The peculiar circumstances of the urban Indian discussed. Explores factors relating to his adjustment, with emphasis upon Indian identity.

*IS 1102 SOUTHWESTERN INDIAN TRIBES (3)
Provides an understanding of the past, present and future of selected southwestern Indian tribes. Visits to certain tribes. Tribal officials visit class. Similarities and differences among the tribes explored.

* These courses are being offered during the fall semester of 1971.

It should be pointed out that the courses listed above are courses that are taught and do not just appear in a catalog and are never offered. Every course listed has been offered at one time or another during the past two years.

The Board of Regents have required Navajo students to take a minimum of nine credits in the Navajo Studies Program. Basically, the Navajo Studies Program includes five major divisions: 1. Navajo History and Culture 2. Navajo Language and Literature 3. Navajo Arts and Crafts 4. American Indian Seminar 5. Other courses related to the American Indian.

Field trips provide an important element to the curriculum in Navajo Studies. In the courses dealing with Navajo history and culture, students actually visit historical and sacred places mentioned in the classes and as a means of making the information more relevant and significant.

Another responsibility of the Navajo Studies Program at Navajo Community College is preparation of written materials prepared by Navajos and for use in the Navajo Studies Program. To date there has been very little written material prepared by Navajos for use by Navajo students. One of the responsibilities the Board of Regents gave to the Navajo Studies Program is to produce needed Navajo Studies material. The Navajo Studies Program was involved with the Rough Rock Demonstration School in the production of the recently published book Navajo History Volume I edited by Ethelou Yazzie.

In addition, a volume is now being printed dealing with Navajo Studies itself which will describe in some depth the Navajo Studies Program and will not only be prepared and written by Navajos but, as is true with the Navajo History book, illustrated by Navajo artists.

Under a grant from the Weatherhead Foundation it is expected that two additional publications will be prepared this coming year. One dealing with Stock Reduction and the other dealing with the Long Walk. While these two areas are covered from an anthropological and historical point of view there is no account yet available from the Navajos point of view. It is this kind of emphasis that the Board of Regents has requested that the Navajo Studies Program undertake.

FACULTY OF THE NAVAJO STUDIES PROGRAM

At present Navajo Studies is staffed entirely by full-blooded Navajos. This includes the Director, Ruth Roessel, Milton Bluehouse, Mike Mitchell, Teddy Draper, Richard Mike, Kenneth Begay, Eleanor Begay, Atah Yellowhair, Mable Myers, and Stanley Mitchell. All of these people are engaged in a full time capacity in the Navajo Studies Program. In addition, other individuals are involved in teaching one or more courses in certain areas included in the Navajo Studies Program. For example, the course in Indian Law and Government is offered by one of the attorneys employed by the Tribal Legal Aid (DNA) Program.

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